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# Evidence-Based Transition Planning and Services Course Enhancement Module

*Part 6: Interagency Collaboration*

**Facilitator’s Guide**



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# Introduction to Evidence-Based Transition Planning and Services Course Enhancement Module

With this Course Enhancement Module (CEM), participants will learn about the essential components of effective transition planning and services for students with disabilities.

The CEM provides pre-service candidates and in-service teachers the framework necessary for designing effective transition programs and services to improve graduation and post-school outcomes for students with disabilities.

### Purpose

The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center developed this CEM on evidence-based transition planning and services interventions to assist faculty at institutions of higher education (IHEs) and professional development (PD) providers in the training and development of all educators. This CEM provides information and resources about how to prepare teacher and leader candidates or current practitioners to create effective transition planning and services for all students, including students with disabilities and their peers without disabilities.

This CEM is designed to build the knowledge and capacity of educators working with pre-service and/or in-service teachers teaching a diversity of students to read. The module can be adapted and is flexible to accommodate faculty and PD provider needs. The anchor module and speaker notes can be used in their entirety to cover multiple courses or PD sessions. Alternatively, specific content, activities, and media can be used individually to enhance existing course and/or PD content.

The CEM is aligned with the innovation configuration on this topic: *Teacher Preparation to Deliver Evidence-Based Transition Planning and Services for Youth With Disabilities*. The first part of the CEM is to provide an understanding of transition planning and the related special education regulations. The remaining topics in this CEM target the critical characteristics of schools that prepare and support youth with disabilities to transition successfully from school to postsecondary education, integrated employment, and community living and participation.

### Rationale

Increasing evidence has indicated that effective transition planning is essential for improved graduation and post-school outcomes for students with disabilities. The importance of transition planning is evidenced by its increasing focus in the reauthorizations of IDEA. Yet, despite its importance, students with disabilities continue to graduate at significantly lower rates than their peers without disabilities. According to a 2015 report, the 2013-14 graduation rate was 63.1% of students with disabilities compared with 82.3% of peers without disabilities, respectively (U.S. Department of Education, 2015).[[1]](#footnote-1) In addition, individuals with disabilities experience significantly higher rates of unemployment and significantly lower rates of employment in comparison to peers without disabilities (U.S. Bureau of Labor Statistics, U.S. Department of Labor, 2014).[[2]](#footnote-2)

To assist pre-service and professional-learning educators in closing the graduation and post-school outcomes gaps, the Transition Planning CEM is organized by the five areas outlined in *Taxonomy for Transition Planning 2.0*: student-focused planning, student development, interagency collaboration, family engagement, and program structure(Kohler, Gothberg, Fowler, & Coyle, 2016).[[3]](#footnote-3)

### Audience

The intended audience is teacher and leader candidates within pre-service programs at the undergraduate or graduate levels and/or district teachers and leaders participating in in-service professional learning opportunities. The facilitator’s guide is designed as a blueprint to support faculty and PD providers charged with providing teachers and leaders with training in a selected topic. The training can be conducted by faculty and by state and local PD providers.

### Facilitator’s Guide

The facilitator’s guide consists of anchor presentation slides with a script to support facilitators as they present the content and learning activities within the anchor presentation. Facilitator notes and talking points are included. The speaker notes are intended as a guide for the facilitator who is using the slide presentation and may be modified as needed. Reviewing the entire guide prior to facilitating the training is highly recommended.

### Evidence Based

All information and resources included in anchor presentations were drawn from PD products developed by U.S. Department of Education-sponsored centers and projects and other peer-reviewed, research-based, or reputable sources. These centers and projects used a rigorous process to directly link their PD products to available research evidence on multi-tiered systems of support (MTSS) for academics and behavior. For example, the National Center on Intensive Intervention (NCII) follows a five-step process for product development (i.e., design, production, internal review, external review, and approval by the U.S. Office of Special Education Programs) to develop its series of eight training modules on how to use a data-based-individualization approach to design and implement intensive academic and behavioral interventions for students with severe, persistent needs.

### Tiered Organization

This CEM is divided into six hours of content, with each hour building on previous information and resources. However, the sessions can stand alone with content embedded into a class or PD session.

**Part 1: Introduction to Transition Planning:** After completing this module, participants will be able to describe the components of the transition plan, articulate the major elements of effective transition planning, and write postsecondary measurable goals for individualized education programs (IEPs).

**Part 2: Designing Effective Transition Program** **Structures:** Upon completion of this module, participants will understand how transition fits within the Common Core State Standards (CCSS) framework and how to embed transition-related activities within general education curriculum. Additionally, participants will be able to identify different ways to implement evidence-based transition practices and programs needed for post-school life.

**Part 3: Student-Focused Planning:** This section provides definitions for essential features of effective transition planning and services. This section teaches how to embed self-determination activities within general education curriculum and how to involve secondary students in individualized planning, including the transition IEP. Additionally, this section emphasizes ways to implement evidence-based practices (EBPs) and programs needed for postsecondary success.

**Part 4: Providing a Transition-Focused Education:** After completion of this module, participants will understand the purpose of providing transition-related activities within a general education setting. Additionally, participants will be able to demonstrate how to embed transition-related activities within the general education curriculum and academic coursework and be able to identify academic EBPs to support students with disabilities in the general curriculum.

**Part 5: Transition and Family Engagement:** During this module, participants will review the law on family engagement in transition planning, learn how family involvement predicts positive post-school outcomes, and identify EBPs for facilitating family involvement and engagement in transition planning.

**Part 6: Interagency Collaboration:** After completing this module, participants will be able to demonstrate the importance of cross-disciplinary planning (i.e., intra-agency and interagency) and understand the critical elements of interagency collaboration. Participants will also identity actions schools can take to increase interagency collaboration and expectations for post-school employment and postsecondary education.

### Resources

The following resources are provided for use in delivering the anchor presentation:

* Facilitator’s guide (this document)
* Presentations
* Participant handouts, as needed
* References and slide citation charts, as needed

These materials may be used and adapted to fit the needs of the training context. To cite the content, please use the following statement: “These materials have been adapted in whole or in part with permission from the CEEDAR Center.”

### Materials

The materials recommended for training and associated activities are as follows:

* Chart paper
* Markers for chart paper
* Post-it® Notes
* Timer
* Pens at each table
* Internet connection for website links embedded in presentations

The materials needed will vary based on the content and activities selected, which will depend on the audience and the format of the course or PD session.

#### In This Guide

The rest of the guide provides the speaker’s notes to support facilitators as they present the content and learning activities included in the Part 6 anchor presentation. Reviewing the entire guide prior to facilitating the training is highly recommended. The table of contents for Part 6 follows, including a listing of handouts.

#### Table of Contents

1. Taxonomy and Interagency Collaboration
2. Cross-Disciplinary Collaboration
3. Critical Elements of Interagency Collaboration
4. Closing

#### Handouts

1. Handout 6.1: Roles of Transition Team Members
2. Taxonomy of Transition Programming 2.0

# Part 6: Slides and Supporting Facilitator Notes and Text

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| Slide 1 |  | This PowerPoint presentation is part of the Implementing Transition Planning and Services Content Enhancement Module (CEM). This presentation, used in conjunction with the other supporting materials, is intended for use by university and college faculty and other appropriate educator preparation program (EPP) staff to develop and enhance their teacher and leadership education courses as well as their professional development (PD) programs for practitioners. |
| Slide 2 |  | *The Transition CEM is divided into six sections. The sections were designed to be one hour in length. However, extension activities are included for those wishing to make these sessions longer. Please refer to the facilitator guide for more information in adapting this section for delivery in various contexts.*  *This session will focus on Part 6: Interagency Collaboration* |
| Slide 3 |  |  |
| Slide 4 |  | *Review slide.* |
| Slide 5 |  | *Read slide.* |
| Slide 6 |  | Historically, interagency collaboration has been considered a key component and “best practice” in secondary transition programming (e.g., Johnson, Bruininks, & Thurlow, 1987; Kohler, 1996; Kohler & Field, 2003; Landmark, Ju, & Zhang, 2010). Because interagency collaboration requires communication across agencies and programs, researching the effectiveness of interagency collaboration is difficult (Mazzotti & Rowe, 2015).  As a result, limited research exists to support interagency collaboration as an evidence-based practice (EBP); however, currently, randomized trials look at the effects of interagency collaboration on youth with disabilities in school and post-school outcomes. |
| Slide 7 |  | Interagency collaboration has been identified as an in-school predictor of positive post-school outcomes in the areas of education and employment for students with disabilities. Although collaboration is viewed as an important practice and has been positively correlated with improved post-school outcomes, in many cases, a lack of collaboration between schools, communities, and adult service providers exists, which poses difficulties for students with disabilities as they transition from high school to adult life. |
| Slide 8 |  | As you have learned in previous sections, 19 evidence-based in-school predictors of post-school success for secondary youth with disabilities exist. Today, our focus is intra- and inter-agency collaboration strategies to ensure that students with disabilities are supported both in and post school. Interagency collaboration is a predictor of positive post-school outcomes for students with disabilities. Research indicates that students with disabilities who have support in place from outside adult service providers prior to graduating high school are more likely to experience positive post-school outcomes in the areas of education and employment.  *Recommended CEM Handout: Predictors of Post-School Success* |
| Slide 9 |  | As you learned in previous sections, the Taxonomy for Transition 2.0 combines the most recent literature regarding predictors of post-school success strategies to increase graduation and reduce dropout, school climate, and vocational rehabilitation services focused on fostering successful transition of youth with disabilities in college and careers. The model continues with five primary practice categories: Student‐Focused Planning, Student Development, Interagency Collaboration, Family Engagement, and Program Structure. As you can see, interagency collaboration is considered a practice essential for implementing a transition‐focused education. Based on the research literature, interagency collaboration can be viewed from its role as a collaborative framework and a service delivery model. |
| Slide 10 |  | *This is an optional activity and can be adapted for in-service and pre-service settings.*  *In-service: Review the components under the interagency collaboration framework and service delivery model. On chart paper, have teams record the strengths and areas of improvement for their current transition programming in each area. Refer back to this throughout the session. Consider including action planning activities around identified areas of improvement.*  *Pre-service: Review the components under the interagency collaboration framework and service delivery model. With a partner(s), identify the three activities in each column that should be considered first when embarking on interagency collaboration. Be prepared to explain your selections.*  *Handout: Taxonomy for Transition Programming 2.0 (p. 7).* |
| Slide 11 |  | The following essential components are outlined in the innovation configuration (IC) for Transition Planning and Services. Each of these essential components are discussed in more detail in this portion of the module. |
| Slide 12 |  | Similar to program structure, interagency collaboration requires not only teacher effort, but also systems-level supports that include making connections with intra-agency and interagency personnel to ensure that students with disabilities are linked to services and supports to ensure both in-school and post-school success. Therefore, teacher preparation programs and professional learning systems should include information related to systems-level supports that enhance teachers’ knowledge and skills related to intra-agency and interagency collaboration. While considering intra-agency and interagency collaboration, teachers, along with other stakeholders, must understand how the needs of students with disabilities from culturally diverse backgrounds are being met. |
| Slide 13 |  | Interagency collaboration supports youth with disabilities in a number of ways, including: (a) bridging the gap between services in school and post school, (b) facilitating joint planning between schools and community service providers, (c) increasing parents’ and students’ comfort levels through the transition into adulthood, and (d) ensuring youth begin adult life on productive path (Test et al., 2006). |
| Slide 14 |  | First, remember that the transition to adulthood is complicated. In general, the more severe the disability, the more complicated the process. Additionally, a mandate for adult services does not exist. Students are moving from a system of entitlement to a system of eligibility. Many agencies will likely be involved in the process based on the student’s needs. Next, time is necessary to figure out who will do what, when will things be done, and who will pay for the necessary services.  *Review slide.*  Anderson, F. (1993). *Interagency collaboration transition councils*. Gainesville, FL: University of Florida, Project RETAIN. |
| Slide 15 |  | Stakeholders also have to consider eligibility requirements and other agency guidelines, which will vary based on agency roles and client needs. A student may qualify for one service and not another; therefore, reducing duplication of assessments, intake procedures, and referrals, which can be discussed prior to the student graduating high school, is necessary. One important consideration for schools and adult service agency personnel is to consider increasing the comfort level of students and parents with the professionals and agencies that will provide services after graduation.  Anderson, F. (1993). *Interagency collaboration transition councils*. Gainesville, FL: University of Florida, Project RETAIN. |
| Slide 16 |  | The most common barriers to effective collaboration and teamwork, include . . .  *Review slide.*  Resistance to change refers to the satisfaction with the status quo or changes occurring too rapidly. People feel like they have too much invested in the way things are. Poor information exchange includes the need to establish solid, positive communication patterns. In the past, information was shared in the form of written reports without a planned procedure for ensuring communication between the agencies. Finally, bureaucracy typically has highly standardized routines, and decision making hinders coordination of services. Rules end up directing behavior; therefore, considering the stakeholders involved in the collaborative process is critical. |
| Slide 17 |  | Provide participants 2-3 minutes to respond to the questions. |
| Slide 18 |  | Several research-based models of interagency collaboration are available.  *Read slide.*  We will talk more about the first two on the following slides. |
| Slide 19 |  | *The video is 4.52 minutes long.*  *About Project SEARCH: “Project SEARCH began in 1996, when Erin Riehle, Director of Cincinnati Children’s Emergency Department, felt that, because the hospital served individuals with developmental disabilities, committing to hiring people in this group made sense. She wondered if training people with developmental disabilities to fill some of the high-turnover, entry-level positions in hr department, which involved complex and systematic tasks such as stocking supply cabinets, would be possible. As a starting point, Erin presented her ideas to Susie Rutkowski, then special education director at Great Oaks Career Campuses. Erin and Susie formed a partnership that was instantaneous, and together they launched Project SEARCH.”* [*https://projectsearch.azurewebsites.net/who-we-are/*](https://projectsearch.azurewebsites.net/who-we-are/)  *Optional Video: Graduate of Project Search on Steve Harvey show:* [*http://stevetv.com/story/steve-harvey-has-a-couple-of-surprises-for-ben-sunderman*](http://stevetv.com/story/steve-harvey-has-a-couple-of-surprises-for-ben-sunderman) |
| Slide 20 |  | YTP prepares “students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports.” <https://ytp.uoregon.edu/>  *The video is 2.58 minutes long and provides a brief overview of YTP.* |
| Slide 21 |  |  |
| Slide 22 |  | Two levels of collaboration necessary for effective transition programming exist. Let’s learn about the differences between these two. |
| Slide 23 |  | Interagency collaboration is a common theme in legislation affecting transition for youth with disabilities (e.g., IDEA, Carl Perkins, Rehabilitation Act Amendments of 1986, Workforce Investment Act of 1998). Interagency collaboration is essential to successful transition planning. Effective transition planning and service provision depends on establishing working relationships between the school and outside agencies. Collaboration is the process of developing interdependent relationships in which all focus on a common purpose and set of goals and people must rely on each other to achieve these goals. |
| Slide 24 |  | Intra-agency collaboration, just like interagency collaboration, requires communication and coordination across school programs to ensure that the needs of students with disabilities are being met. Intra-agency collaboration requires that general education, special education, career technical education, related service providers, etc. are all community and coordinating programs, practices, and services to meet the needs of students with disabilities across the continuum. |
| Slide 25 |  | Intra-agency collaboration, just like interagency collaboration, requires communication and coordination across school programs to ensure that the needs of students with disabilities are being met. Intra-agency collaboration requires that general education, special education, career technical education, related service providers, etc. are all community and coordinating programs, practices, and services to meet the needs of students with disabilities across the continuum. |
| Slide 26 |  | ***Purpose:*** *To help participants identify characteristics of a team that makes the team successful based on personal experiences.*  ***Time:*** *10 minutes*  ***Activity:***   * *Divide participants into small groups of three to four people to discuss the questions and then use large-group discussion to review the responses.* * *Use a chart tablet or white board to record the responses under the categories of Positive Team Characteristics and Negative Team Characteristics.* * *Point out that everyone has had both good and bad experiences with teams and collaboration.* * *Indicate that the next series of slides will show the importance of interagency collaboration, the barriers people face while attempting collaboration, the characteristics of effective teams, and some strategies for effective teamwork.* |
| Slide 27 |  | *Read slide.*  Now, let’s take a few minutes to review the nine principles of teaming. While considering these principles, think about how individual perspectives related to collective visions, mission, diversity, etc. can affect teaming; consider how this process may be biased and, based on collective vision of the group, can be implemented effectively.   * + Refer participants to the handout in their packages, Essential Tools for Interagency Collaboration (pp. 9-11) to discuss the Nine Principles of Teaming.   + Provide participants the opportunity to review the nine principles. Elicit a conversation with participants in a small or whole group related to the nine principles of teaming. Discuss to the level of detail desired by the presenter. |
| Slide 28 |  | The three categories of behavior for team members to consider that can encourage and support student and parent involvement are as follows:   1. Initiating Behaviors: proposing a new idea or action to the team and expanding upon an idea or action previously proposed. 2. Active Listening Behaviors: another team member communicates, reflecting upon the perceived emotion of another team member by commenting on an observed behavior or a communicated comment, asking a question of another team member to attempt to clarify one’s understanding, and summarizing previous discussion or decision making to conclude an agenda item. 3. Responding Behaviors: agreeing or supporting another team member’s ideas and disagreeing or expressing lack of support for ideas. |
| Slide 29 |  | Adapt the activity time to match your group.   1. In groups of five, take 10-20 minutes to discuss and identify key words and phrases of a “preferred future” for individuals with disabilities in transition from secondary school to adult living. 2. In the same groups, take 10-20 minutes to draw a picture of the group’s “preferred future.” One person can draw, or everyone can contribute, but the picture must reflect the group’s ideas. 3. Take 5-10 minutes to write one to three sentences using key words or phrases to describe your group’s “preferred” picture.   *Possible reflection questions:*   * *What collaborative team behaviors did you observe?* * *How did you team come to consensus? How might this change based on role of the team?* * *What roles did each team member take? Did your role reflect how you typically are in groups, why or why not?*   *Clarify that this is the beginning of a team mission statement. For a team involved in in-service training, the team can further clarify and refine this statement at follow-up meetings.*  This activity is adapted from Stodden, R. A., Brown, S. E., Galloway, L. M., Mzarek, S. & Noy, L. (2005). *Essential tools: Interagency transition team development and facilitation*. Minneapolis, MN: University of Minnesota, Institute on Community Integration, National Center on Secondary Education and Transition.  Possible extension activities can be found in this resource. |
| Slide 30 |  | Several teams are necessary to ensure that the students and teachers feel support at all levels.   * Community-level teams   + provide leadership from an administrative level for a range of secondary transition services provided to youth,   + have the ability to change and make policy, and   + provide input to identify solutions to problems that may occur throughout the transition planning process. * School-level team is responsible for linking youth with disabilities with community service agencies while in high school to ensure support in post-school life.   + This team works directly with parents and students to facilitate the transition planning process that evolves around a “student-centered planning philosophy.” * Individual-level team conducts the transition planning meeting and writes the transition plan.   + The student has met with the school-level team, and the transition pre-planning has already occurred.   + The individual-level team members are responsible for using the information from pre-planning to begin developing the transition plan. |
| Slide 31 |  | Critical players include individuals, such as a director of special education, a principal, a transition specialist, a school board member, an employer, a postsecondary education representative (e.g., someone from a community college or university), family members, and administrative representatives from local community service agencies (e.g., vocational rehabilitation [VR] providers, workforce development organizations, local transportation providers, the Chamber of Commerce, group homes, advocacy groups). This team represents multiple students and will include family members of multiple students. All members must familiarize themselves with all community service agencies, including the roles, responsibilities, and services of each agency, which may include visiting local community agencies and meeting with staff members (Parent & Wehman, 2011). Other ways to build capacity include providing information about each agency on school, district, and community service provider websites so families and youth can access the information easily. The community-level team should work with employers in the local community to identify job-related opportunities and work sites that may be appropriate for students’ of various ability levels. By identifying these opportunities, the community-level team will have a number of options to support and place youth with disabilities in a variety of work settings that align with the student’s preferences, interests, and strengths. |
| Slide 32 |  | School-level team members should include the student, family members, a transition specialist, a special education teacher, a career or technical education teacher, a general education teacher, and case managers from community service agencies; note that some of these school-level team members may also serve on the community-level team. This team meets monthly to share information and conduct pre-planning activities. One primary responsibility of the school-level team should be to identify the critical stakeholders responsible for (a) providing transition activities and services and (b) conducting assessment for youth with disabilities based on individual needs. Identifying services and supports based on students’ individual needs is a primary responsibility of the school-level team. For some students, services and supports become much more individualized and require collaboration among many stakeholders to successfully support transition from school into post-school life. For example, most youth with disabilities will only require universal support, which may include providing opportunities for youth with disabilities to develop career awareness skills by participating in job shadowing or attending job fairs or college fairs (Test et al., 2013). However, some youth may require more coordinated collaborative efforts to support skill development, which may include providing more targeted support with opportunities to develop career awareness skills by participating in various job try-outs to identify the occupation that youth is most interested in and the skills required to support the youth in that specific occupation (Test et al., 2013). Some youth may require individualized supports, which may include providing more intensive support with opportunities to participate in on-the-job training with supports from a job coach. The school-level team should use a checklist and share with families and students to help them understand the roles and responsibilities of each stakeholder. |
| Slide 33 |  | Individual-level team members typically include the student, a family member, a special education teacher, a general education teacher, a school district representative (i.e., someone from the local education agency [LEA]), and an invited representative from a community service provider. Meetings can occur at any time during the school year and should be convened when needed to develop or revise the transition plan. During individual-level team meetings, the special education teacher, along with the student, will facilitate a conversation about the collaborative transition services that should be included in the student’s transition plan. Consideration should be given to the level of support the student requires in addition to the services and supports that will help him or her attain post-school goals. The individual-level team must communicate with the school-level team to acquire information about supports and services based on student ability levels. The individual-level team will then take that information and work together to develop an individualized transition plan for the student based on support needs. |
| Slide 34 |  | *Divide the group into smaller groups (e.g., two to three participants, pre-determined teams).*  As a team, review the roles and responsibilities of transition teams on your handout and identify which agency or staff person must be included on the team to successfully meet these responsibilities.    *Consider having team members record and share their responses with the larger group. In pre-service settings, the list may include general staff roles and agencies. In in-service settings, the list may include specific staff members and agencies working the team.*  Handout 6.1: Roles of Transition Team Members |
| Slide 35 |  | Educators must be prepared to effectively engage in interagency collaboration. This section reviews what educators need to know to be successful. |
| Slide 36 |  | **Interagency transition councils** are partnerships of state and/or local government agencies, educators, family members, and advocates. The purpose of councils is to help improve the policies and practices that affect students with disabilities preparing to transition from high school to adult services, college, employment, and independent living. Educators may take active roles on councils at the state or local levels.  **Interagency agreements** outline the expectations of participating partners (e.g., procedures, timelines, outcomes, roles, responsibilities). They are clearly written and regularly updated. They may be developed at the state or local level.  **Community partnerships** can help ensure an effective transition by developing formal transition policies and procedures among providers of services to transitioning students. Communities can ensure the collaboration needed for effective transition through (a) regular community meetings, (b) maintaining a community resource directory, and (c) ensuring that agencies actively participate in transition training. A good place to start includes collaborating with local businesses, recreational programs, and parent networks. |
| Slide 37 |  | **Directories of services** identify the resources and adult services providers within the community. Directory of services involve conducting community mapping to identify the resources within the community.  **Parent networks** can help to provide relevant and timely support to families in transition. Other families can serve as great resources for “showing families the ropes” or building a natural support network that will extend beyond school. Each state has a parent center that can help families to connect to relevant family networks. PACER hosts the National Parent Center on Transition and Employment <http://www.pacer.org/transition/>  ***Extension Activity:***   * *Provide a web tour of the resources available for parents on PACER’s website.* * *Have teams of students tour the website and identify three resources that could support interagency collaboration.* |
| Slide 38 |  | *Required handout*: Crane, K., & Skinner, B. (2003, April). Community resource mapping: A strategy for promoting successful transition for youth with disabilities. *NCSET Information Brief, 2(1), 1-5.* Retrieved from <http://www.ncset.org/publications/info/NCSETInfoBrief_2.1.pdf>  **Activity**   * Divide participants into groups of four. * Have each participant read one of the pages in the handout (3-5 minutes). * Have team members summarize the findings of their pages (in chronological order). * Engage participants in a discussion about how community resource mapping can support students in transition to post-school living.   **IHE Extension Activity Ideas**   * Students will research and present on an outside transition agency and present to the class. * Invite guest speakers to present to class about their agency and efforts to collaborate to support transition. * Develop a list of resources available in the community available to support students with disabilities in general or students with specific needs. |
| Slide 39 |  | The last element we will discuss is school personnel procedures. To support students, school personnel must effectively collaborate with other school personnel to …  *Review slide.* |
| Slide 40 |  | In groups of three or four, develop a short elevator speech to convince your administrator to provide time for you to engage in interagency collaboration. Many teachers do not have the opportunity during the traditional school day to engage in collaborative activities with external partners. The purpose is to be clear and concise yet convincing. The speech is limited to not more than 2 minutes.  *Provide groups 5 minutes to prepare.* |
| Slide 41 |  |  |
| Slide 42 |  | *Review the objectives of this section. Have participants reflect on their learning.*  *Consider the following partner discussion prompts:*   * *What is the difference between intra- and interagency collaboration?* * *Explain the importance of collaboration within school services and with community organizations and services (CTE, Gen Ed, other school/community resources/environments).* * *Identity three actions schools can take to increase interagency collaboration and expectations for post-school employment and postsecondary education.* |
| Slide 43 |  | *Materials: note card or post-it for Ticket Out the Door*  *(provide students with note card).* Take a moment to talk with a partner and identify follow-up questions related to today’s objectives or content and anything additional you would like to know. Write your questions and responses on the notecard and this will serve as your Ticket Out the Door for today. |
| Slide 44 |  |  |
| Slide 45 |  |  |

1. U.S. Department of Education. (2015). *U.S. high school graduation rate hits new record high*. Retrieved from <https://www.ed.gov/news/press-releases/us-high-school-graduation-rate-hits-new-record-high-0> [↑](#footnote-ref-1)
2. U.S. Bureau of Labor Statistics, U.S. Department of Labor. (2014). *Persons with a disability: Labor force characteristics—2014*. Washington, DC: Author. Retrieved from <http://www.bls.gov/news.release/disabl.nr0.htm> [↑](#footnote-ref-2)
3. Kohler, P. D., Gothberg, J. E., Fowler, C., & Coyle, J. (2016). *Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs.* Kalamazoo, MI: Western Michigan University. Retrieved from <http://www.transitionta.org/sites/default/files/Tax_Trans_Prog_0.pdf> [↑](#footnote-ref-3)